

Make-up Assignment
January 15, 2011 Super Saturday
The Functions of Behavior: Power and Control and the Conflict Cycle

Assignment

The topic of the January 15th Super Saturday was classroom management with a special focus on the functions of Power and Control and the Conflict Cycle. Respond to each section with elaboration and detail to receive full credit.

Instructions

Please type your responses (double-spaced) and email them to me (alison_winzeler@ncsu.edu) Word attachments. Parts I and II can be in one Word document. Part 3 will have two separate Word documents (see specific instructions below).

Due Date

The January make-up assignment is due on or before February 19th, 2011.

Part 1: Warm-up – 2 paragraphs (10 points)

Complete the following statements and follow-up:

- a. As a teacher, a student behavior I am afraid of is ____ because ____.
- b. As a teacher, a student behavior I want to teach is ____ because ____.

Part 2: Power and Control (30 points)

Read Marsha Bryant's notes on the [NC TEACH Wiki](#) titled "Power and Control Notes" and "Control Notes" to develop an understanding of Power and Control as a function of student behavior. If you are in a teaching position, consider the students you have now and have had in the past. Identify several who you think might be using power and control behaviors. If you are not currently teaching, consider other situations in which you have encountered "power and control" behaviors or imagine these behaviors in your own classroom.

- A. Describe **two** examples of situations that escalated as a result of power and control behavior. If you are not in a teaching position, you may use a non-teaching example from your life or a situation you witnessed in a school. For both examples, give as much detail as you can recall as to how events unfolded (**1-2 pages double spaced**).
- B. Look back at each of these examples and reconsider the events from an outsider's perspective. Use Marsha Bryant's notes on the functions of Power and Control to identify what you (or the person "in charge") may have done to diffuse the situation (**1-2 pages double spaced**).

Part 3. Media Connection (60 points)

- A. "Three Cycles of a Conflict"
 - 1- Locate the "Three Cycles of a Conflict Cycle" handout on the [NC TEACH Wiki](#).
 - 2- Read through the 3 cycles and try to gain an understanding of how a conflict can be "slowed down" and analyzed from an outsider's perspective.
 - 3- Choose a movie (any genre) that focuses on a conflict that can be analyzed using the "Three Cycles of a Conflict Cycle." (Note: While the handout uses the word "student" to identify an agent in the conflict, you can broaden it to "character." Please broaden other descriptors in the handout.
 - 4- Watch the movie again and take notes from a "witness" perspective on the "Three Cycles of a Conflict Cycle" handout.
 - 5- Type your final responses on the "Three Cycles of a Conflict Cycle" handout and "Save As" adding the title of your movie to the end of the file name. For example, if you were watching Freedom Writers, you would save the file to **"Three Cycles of a Conflict Cycle_Freedom Writers."**
- B. In a separate document titled "Movie Background," include the following information about the movie:
 - 1- Title of movie
 - 2- Year released and production company
 - 3- Major character names and brief descriptions (for all characters mentioned in the handout)
 - 4- Brief plot summary (250-300 words)
 - 5- Justification for choosing this movie (relevance and appropriateness in showing the conflict cycle)